



As a result of COVID-19 and the closing of school buildings for the 2019-2020 School Year, school districts must submit a Continuity of Learning and COVID-19 Response Plan (“Plan”) in order to continue to receive state aid for operations. Although schools are closed and not providing in-person instruction, teaching and learning must continue. Michigan educators have been called to provide our students with continued learning.

There are varied states of readiness to provide continuity in learning among districts. Even within districts of multiple school sites, there are varied states of readiness. It is expected that schools will provide instruction at a distance using a variety of methods that meet local needs, including printed materials, phone contact, email, virtual learning, or a combination to meet student needs. We should avoid assuming that continuity in learning can only occur through online means.

While many educators have been providing distance learning opportunities, the Governor’s Executive Order ([EO 2020-35](#)) requires all schools to begin providing learning opportunities for all students no later than April 28, 2020. Districts who are able to begin their plans earlier are encouraged to do so.

Each District shall submit a single completed Assurance Document, Budget Outline, and Continuity of Learning Plan to its Intermediate School District. Each Public School Academy shall submit a completed Assurance Document, Budget Outline, and Continuity of Learning Plan to its Authorizer. A single Application should be filed for the district rather than multiple applications for individual schools within a district. The following items are required for the application which may be submitted beginning April 8, 2020:

1. Assurances Document
2. Continuity of Learning Plan
3. Budget Outline

Continuity of Learning and COVID-19 Response Plan (“Plan”) Guiding Principles

As Districts and Public School Academies complete the Assurances and Continuity of Learning Plans, they should consider utilizing the following principles to guide their work:

Keep Students at the Center

Intentional outreach to continue building relationships and maintain connections. Help students feel safe and valued. At minimum, plan to do the following:

- **Plan for Student Learning:** Build on each student’s strengths, interests, and needs and use this knowledge to positively affect learning.
- **Develop a Weekly Plan and Schedule:** Offer routines and structures for consistency and for the balancing of think time, work time, and play time for health and well-being.
- **Contact Families:** Partner to support student learning through ongoing communication and collaboration. This will not look the same for every student and family—safety remains the priority. Provide translations as necessary.

Design Learning for Equity and Access

Plan and deliver content in multiple ways so all students can access learning.

- **Teach Content:** Set goals using knowledge of each student, content area standards, and of Michigan Merit Curriculum.
- **Deliver Flexible Instruction:** Consider how to deliver content depending on tools and resources accessible to each student. Alternative modes of instruction may include use of online learning, telephone communications, email, virtual instruction, videos, slideshows, project-based learning, use of instructional packets, or a combination to meet diverse student needs.
- **Engage Families:** Communicate with families about engagement strategies to support students as they access the learning. Families are critical partners. Provide translations as necessary.

Assess Student Learning

Manage and monitor student learning and plan what’s next for learning including the potential need for summer and supplemental learning.

- **Check Student Learning:** Use a variety of strategies to monitor, assess, and provide feedback to students about their learning.
- **Make Instructional Adjustments:** Use formative assessment results to guide educators’ reflection on effectiveness of instruction and to determine next steps for student learning.
- **Engage Families:** Communicate with families about assessment results in order to inform next steps and the potential for supplemental summer learning. Provide translations as necessary.

**Continuity of Learning and COVID-19 Response Plan (“Plan”)
Assurances**

Date Submitted:

Name of District: Montrose Community Schools

Address of District: 300 Nanita Dr., Montrose, MI 48457

District Code Number: 25260

Email Address of the District: lmoore@montroseschools.org

Name of Intermediate School District: Genesee Intermediate School District

Name of Authorizing Body (if applicable):

This Assurance document needs to be returned to your Intermediate School District or, for Public School Academies, your Authorizing Body with your Continuity of Learning Plan and Budget Outline beginning April 8, 2020 to indicate that the District will adopt a plan to ensure continuous learning for all students through the remainder of the 2019-2020 school year.

Districts should submit a single district plan that relates to all of their schools.

The applicant hereby provides assurance it will follow the requirements for a Plan for the remainder of the 2019-2020 school year:

1. Applicant assures that all student learning will take place under the direction of a teacher of record for each student enrolled in the district.
2. Applicant assures that it will continue to pay school employees during the balance of the 2019-2020 school year under the same terms and conditions established prior to the school closure order period.
3. Applicant assures that the Plan was developed in collaboration with district administrators, school board members, teachers, and local bargaining units.
4. Applicant assures that food distribution has been arranged for or provided for eligible students.
5. Applicant assures coordination between applicant and Intermediate School District in which the District/PSA is located to mobilize disaster relief child care centers.
6. Applicant assures that to the extent practicable the District/PSA will in good faith provide students with IEPs/Section 504 Plans the opportunity to participate in learning consistent with existing plans.
7. Applicant assures that Continuity of Learning and COVID-19 Response Plan, Assurance Document, and Budget Outline will be posted immediately following approval to the District’s/PSA’s website.

Continuity of Learning and COVID-19 Response Plan (“Plan”)

The goal of a Continuity of Learning Plan and COVID-19 Response Plan is to ensure that each District or Public School Academy is providing, to the best of its ability, each student with alternative modes of instruction to help them stay on pace in their learning. This application recognizes that there is no “one-size-fits-all” solution; multiple means of engaging students and supporting families may be necessary that may vary by grade level, school building, or student population served.

For the purposes of the Plan, “district” refers to school districts and public school academies.

Date Submitted:

Name of District: Montrose Community Schools

Address of District: 300 Nanita Dr., Montrose, MI 48457

District Code Number: 25260

Email Address of the District Superintendent: lmoore@montroseschools.org

Name of Intermediate School District: Genesee Intermediate School District

Name of Authorizing Body (if applicable):

In accordance with Executive Order 2020-35 a Plan must include all of the following parts:

1. Please describe the methods the district will use to provide alternative modes of instruction other than in-person instruction and a summary of materials each pupil and the pupil’s parents or guardians will need to access meaningfully the alternative modes of instruction included in the Plan. If the Plan relies on electronic instruction, the Plan must ensure to the extent feasible that pupils have access to a connected device capable of accessing the electronic instruction and must not penalize a pupil for the pupil’s inability to fully participate.

“Alternative modes of instruction” means modes of pupil instruction, other than in-person instruction, that may include, without limitation, partnerships with other districts or intermediate districts or community colleges or institutions of higher education, use of vendors, use of online learning, telephone communications, email, virtual instruction, videos, slideshows, project-based learning, use of instructional packets, or a hybrid of

multiple modes of learning that still promote recommended practices for social distancing to mitigate the spread of COVID-19.

District/ PSA Response:

Montrose Community Schools plans to use a hybrid/mixed media model of instruction using hard copy learning packets and online learning platforms. All of our teachers were given a roster of students. they were directed to contact all of the students to find out what resources they had available to them. If the teachers were unable to connect with the students, building administrators took over.

Based on the information gathered from families, we have begun deploying chrome books to households in need of a device to connect to our online learning platforms. Our technology department is reaching out to all families without internet access to troubleshoot options that will help families get access. At this point we are using free services from Charter, Comcast, and CenturyLink. Hot spots will also be made available if those services are not available. Students without internet access will have access to instructional materials through a weekly learning packet. All students will need access to materials such as paper, pencils, and crayons, which will be made available to families who don't have them. Teachers will gather this information through weekly two-way communications. All students will have access to grade-level/course textbooks as needed to complete their work. Special education students will have contingency plans that include accommodations and supports found in their IEPs to the extent feasible.

Whether students choose to work online or learning packets, their grade will be held harmless as of March 11th. If a student was failing a class on March 11th, they will be given an opportunity to bring that grade up to passing.

2. Please describe the methods the district will use to keep pupils at the center of educational activities, including outreach to continue building relationships and maintain connections, and to help pupils feel safe and valued.

District/ PSA Response:

Instructional staff will be required to make weekly “two way communications”. Teachers will use multiple platforms to allow students to communicate in written and “face-to-face” format. Counselors and social workers will have office hours and will be reaching out to students that have been referred by instructional staff. Teachers have already reached out via phone to each student to discuss family needs and resources that will be necessary to support student learning. Elementary teachers will contact their classroom students, Secondary teachers will contact their homeroom/advisory/seminar students individually, and will also connect with their other classes individually as needed. Special education teachers will also be in regular contact with their caseload students and their families. This may be done through the use of technology (for those that have access) such as Google Meet, or other form of virtual meeting, through email, or through weekly phone calls. For students with technology access teachers will also make sure to communicate multiple times each week through the

instructional platform (Google Classroom, SeeSaw, etc.), with an emphasis on continuing to build relationships and maintain connections. If students do not have access to technology, teachers will find ways to provide regular, individualized ways to connect with their students that focus on building relationships and maintaining connections. We will encourage relationships between students by emphasizing that although our buildings are closed, our students are still part of their classrooms. Teachers will encourage activities that reinforce student-student connections and relationships.

All weekly two-way communications will be documented through Synergy under attendance. The GISD is providing a letter code (C=communication) that can be entered in as each two-way communication is completed.

3. Please describe the district's plans to deliver content in multiple ways so that all pupils can access learning.

District/ PSA Response:

For those students without technology, the main mode of delivery will be through hard copy learning packets. This will be supplemented through other avenues, such as phone conferencing, to support student learning. Paper packets will be posted online for families that would like to print them at home. They will also have the option of picking them up at the school, a lunch pick up site, or we will mail them to their homes. For students with access to technology, content will be delivered through the online platform, email, and other social media sites (Google Classroom, Remind, etc.). Teachers will be accessible for a variety of options to promote and support student learning. This could include options such as pre-made videos as well as live chat opportunities. Such opportunities will be regularly provided and vary based on the need of each set of students within each classroom.

Special education support will be provided through itinerant staff as well as resource teachers and teacher consultants. The GISD will help develop a plan regarding the best mode to provide services to students, including time and frequency to meet needs. A Contingency Plan will be used to meet the needs of special education and 504 students. This will be a mini version of IEP. Case managers will review IEPs, and create a one page document to serve as a contingency plan. Good faith effort, documenting efforts, communicating with parents regularly will be the priority.

Lesson times will vary for students based on grade level and subject areas. PreK students will vary from 20 minutes to 60 minutes while the time commitment increases at the high school level to 2-4 hours. Online and printed content will match as the only difference will be the method of delivery.

4. Please describe the district's plans to manage and monitor learning by pupils.

District/ PSA Response:

There will be a variety of methods available for students to show their learning so that teachers can also monitor the progression of their students' learning. Our goal is to provide multiple ways for families to support student learning and have choice that makes sense for their individual situations on how to demonstrate that student learning and share it with teachers. For example, students without technology access, may drop off evidence of their learning each week during meal pick-up of the next week's paper/pencil learning resources. In addition, students may take a picture or somehow share their work with their teachers. Teachers will provide feedback to the student regarding their learning on a timely basis. The teacher will also encourage students to provide feedback on their own learning. Feedback from the teacher will include differentiated work as needed, along with examples to support student learning. For students with technology, teachers will monitor student access to resources as well as evidence of learning on a regular basis within the platform being used. Teachers will provide feedback to students on demonstration of learning through the instructional platform as artifacts are submitted. Teachers will differentiate instruction within the platform to meet each student's needs.

Administration will be able to monitor in a number of ways. Administrators will be printing off “attendance” records on Thursday. By using these records, administrators can identify which students have not interacted with their teachers. Those teachers will be contacted, and a plan will be devised to find out what barriers stand in the way of the student and teacher connecting. Administrators also have access to each teacher’s Google Classroom, and other applications students will be using to see how they are progressing.

5. Please attach a budget outline estimating additional expenditures associated with the Plan and sources of revenue to pay for those expenditures.

District/ PSA Response:

<i>Expenditure</i>	<i>Estimated Cost</i>
<i>Professional learning for teachers and administrators around how to best provide students with remote learning opportunities and to use this learning to continue the progression of learning for all students as much as is feasible</i>	<i>\$5,000</i>
<i>Purchase of learning supplies such as paper, pencils, crayons, s, etc. as needed</i>	<i>\$15,000</i>
<i>Purchase of 200 chrome books</i>	<i>\$45,000</i>
<i>Printing costs (paper and machine copy cost)</i>	<i>\$5,000</i>

<i>Mailing costs (envelopes, postage)</i>	<i>\$10,000</i>
<i>Fuel cost for buses and vans for food delivery</i>	<i>\$2,500</i>
<i>Cost of online instructional platform and any related software/websites</i>	<i>\$7,000</i>
<i>Cost for breakfast and lunch preparation and delivery</i>	<i>\$21,000</i>

Sources: Title I, Title II a, General Fund, 31a, Food Service

6. Please describe the manner in which district administrators, board members, teachers, and any representatives of teachers collaborated in development of the Plan.

District/ PSA Response:

All stakeholders were involved in the development of the plan. The administrative team initially met to gain an understanding of the Executive Order. Building administrators met with their building teachers for initial input. MEA leadership was in on meetings with the building administrators along with School Improvement Committee Chairs. They then met in grade level/content area teams to address the needs of each grade or content area. Building administrators brought this information back to district level administrators to collaborate. Before finalizing the plan feedback was sought from board members.

7. Please describe the methods the district will use to notify pupils and parents or guardians of the Plan.

District/ PSA Response:

The plan will be communicated through a letter to each family through School Messenger. The plan will also be posted to the district website and other social media platforms as well. To ensure that everyone is aware that the plan has been developed and released a phone call message will be sent to all parents.

8. Please provide an estimate of the date on which the district will begin implementation of the Plan, which must be no later than April 28, 2008.

District/ PSA Response:

We will implement this plan by April 13, 2020.

9. Please describe the assistance, to the extent feasible, to pupils enrolled in any postsecondary dual enrollment courses under Public Act 160 of 1996, as amended, MCL 388.511 to

388.524, and Career and Technical Preparation Act, 258 PA 2000, as amended, MCL 388.1901 to 388.1913, in completing the courses during the 2019-2020 school year.

District/ PSA Response:

For our students in dual enrollment courses we will be working with the provider to determine next steps. We will ensure that the students have the appropriate materials and support to complete those courses. The students will be given the option to convert their grade to credit or no-credit. We will hold students harmless for the unanticipated school closure.

For students in CTE programs we will work with the ISD CTE Director as well as state level CTE directives to ensure our students have the ability to complete these courses. When needed the district will ensure the student has the necessary resources.

10. Please describe how the district will continue to provide or arrange for continuation of food distribution to eligible pupils.

District/ PSA Response:

Our food distribution has evolved since we began providing food on March 16. We have communicated these changes through School Messenger, social media, local media, and our website. We will continue to use these communication strategies if any other changes take place. We are providing meals to eligible students every Monday (up to 2 meals-breakfast & lunch) and Wednesday (up to 3 meals-breakfast and lunch). Families may pick up meals starting at 11:00 A.M. at Hill-McCloy High School, Riverside Park, Brentwood Farms, and Marshall's Crossing. This will continue through the last day of school and transition to our Summer Feeding Program, unless we are provided additional guidance from the state and/or MDE. To address students who we believe should be receiving food but haven't come to pick up at any of the locations during the drop-off times, staff has contacted families directly to encourage participation, and, in some circumstances, have dropped meals off to our most vulnerable children.

11. Please confirm that the district will continue to pay school employees while redeploying staff to provide meaningful work in the context of the Plan, subject to any applicable requirements of a collective bargaining agreement.

District/ PSA Response:

We will be paying all employees. This includes, GSRP, Preschool, Schedule B and C positions, and 3rd party companies. We have assigned roles to paraprofessionals and other nonprofessional staff to help support the work of the district in educating and feeding students as well as making wellness checks during this time away from our buildings.

12. Provide describe how the district will evaluate the participation of pupils in the Plan.

District/ PSA Response:

If a student does not have access to technology, teachers will keep track of which students are completing the providing evidence of learning on a regular basis. They will also keep a log of all communication with students and parents. If a student has access to technology, teachers will use the instructional platform to monitor student wellness, engagement, and evidence of learning. They will also keep a log of communication with students and families. Inconsistent submissions, engagement, and/or communication with a parent or student will be noted on a tiered scale:

	<i>Interaction with Student/Family</i>	<i>Staff Action</i>
<i>1</i>	<i>Easy to connect, regular 2-way communication</i>	<i>Continue connecting as usual</i>
<i>2</i>	<i>Not hearing back regularly, but still getting some feedback and some 2-way communication</i>	<i>Make additional personal contact to gather more information and work to increase the connection to school</i>
<i>3</i>	<i>Not hearing any feedback/acknowledgement</i>	<i>Come together as a team-grade level or otherwise, and make a plan to reach out, ensuring someone is connecting and providing necessary support</i>

Teachers will keep the principal and counselors/social worker informed of these situations. Additional support agencies may be sought to make these connections (DHHS, Behavioral Health, etc.).

13. Please describe how the district will provide mental health supports to pupils affected by a state of emergency or state of disaster prompted by COVID-19.

District/ PSA Response:

The district will survey all parents to determine their current mental health needs. Based on those results the behavior specialist (31n, SSW, counselor, School to Home Liaison, principal, etc.) will reach out to individual students and families to determine what they may need. The behavior specialist will help connect the family to outside agencies to help meet their needs. While teachers are connecting regularly with families, they will also provide input if they recognize children are in need of mental health supports. If a need is presented the teacher will elevate that need to the principal or superintendent to make the necessary

follow-up. The principal will work with teachers regularly to identify any additional students or families in need. Telehealth may be used when available for students that have technology.

14. Please describe how the district will support the efforts of the intermediate district in which the district is located to mobilize disaster relief child care centers as described in Executive Order 2020-16 or any executive order that follow it.

District/ PSA Response:

We have contacted the GISD to make them aware of our willingness to help in any way necessary.

Optional question:

15. Does the District to adopt a balanced calendar instructional program for the remainder of the 2019-2020 school year? Does the District plan to adopt a balanced calendar instructional program for the 2020-2021 school year?

District/ PSA Response:

Name of District Leader Submitting Application: ***Linden A. Moore, Ph.D.***

Date Approved:

Name of ISD Superintendent/Authorizer Designee:

Date Submitted to Superintendent and State Treasurer:

Confirmation approved Plan is posted on District/PSA website: